Student Handout

Representation in STEM: A Textbook Analysis

Name: Date:

Notes:

Wood S, Henning JA, Chen L, et al. A scientist like me: demographic analysis of biology textbooks reveals both progress and long-term lags. *Proceedings of the Royal Society B: Biological Sciences*. 2020;287(1929):20200877. doi:10.1098/rspb.2020.0877

"Textbooks are one of the primary resources that undergraduate students use to learn science and are often required reading as part of coursework [1]. While conveying foundational concepts in a given discipline, textbooks highlight the historical work of influential scholars who have shaped the field. Whether intentionally or not, textbooks instill readers with ideas about who can contribute to science, technology, engineering or mathematical (STEM) fields [2]. Therefore, textbooks represent an important opportunity to shape students' existing stereotypes of who scientists are, have been and can be.

Student perceptions of who can do science influence their sense of belonging in STEM fields, which in turn affects their performance and retention [3]. Perceptions are shaped by environmental cues within a context, and previous work shows exposure to stereotypical representations of scientists impacts interest in science among women and students of color [4–6]. Cheryan et al. [7] showed that women lost interest in computer science classrooms when objects from the room signaled that computer scientists are 'geeky' men (e.g. Star Trek posters). In this case, objects broadcasted stereotypes about a group, which discouraged people who did not fit that stereotype from pursuing that potential interest. Additionally, the lack of role models or visual representation of people of color may lead to increased imposter syndrome among such groups. Imposter syndrome is the perception that one doesn't deserve their accomplishments, or a sense of intellectual phoniness [8,9]. Thus, without regular exposure to diverse, relatable role models, scientist stereotypes have the potential to be particularly harmful for students who identify with under-represented and/or marginalized groups. By contrast, exposing students to scientists from a diversity of backgrounds and identities has positive impacts on students' interest and achievement in STEM [10–17]. This impact can be long lasting: in one study, biology students exposed to examples of scientists from under-represented groups in class activities reported increased ability to personally relate to scientists up to six months later."

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1. Find 10 RANDOM photos *of scientists* in your biology textbook.

If the class doesn't have a textbook, find the most recent edition of any introductory biology textbook at the library. As an online option, you may use this open access text, available as a PDF: https://openstax.org/details/books/biology-2e

Helpful tip: If you are using a web-based text, search for key term "Scientist" and scroll through search results to locate scientists.

2. After completing the chart, discuss the following with your group:

What do these photos imply about the types of people who do science?

What is the scientists...	Name (if available):	Perceived gender:	Race:	Age:	Other details on visible appearance:	Activities in the photo:
Photo 1						
Photo 2						
Photo 3						
Photo 4						
Photo 5						
Photo 6						
Photo 7						
Photo 8						
Photo 9						
Photo 10						

Student Handout

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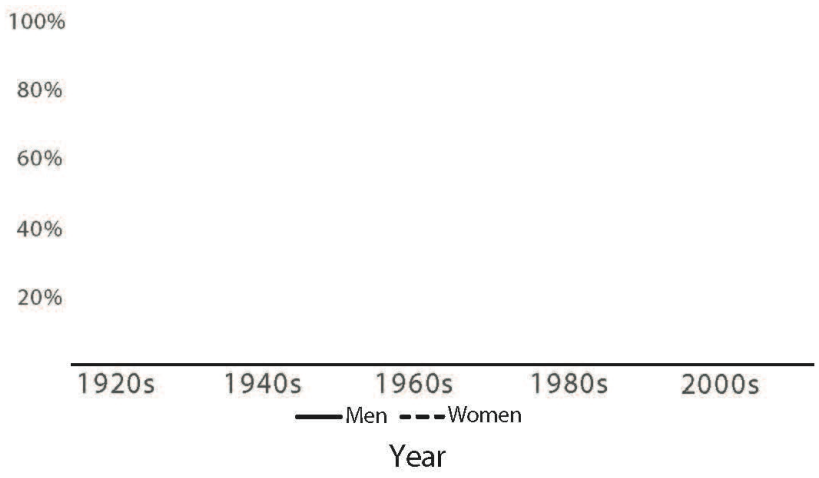
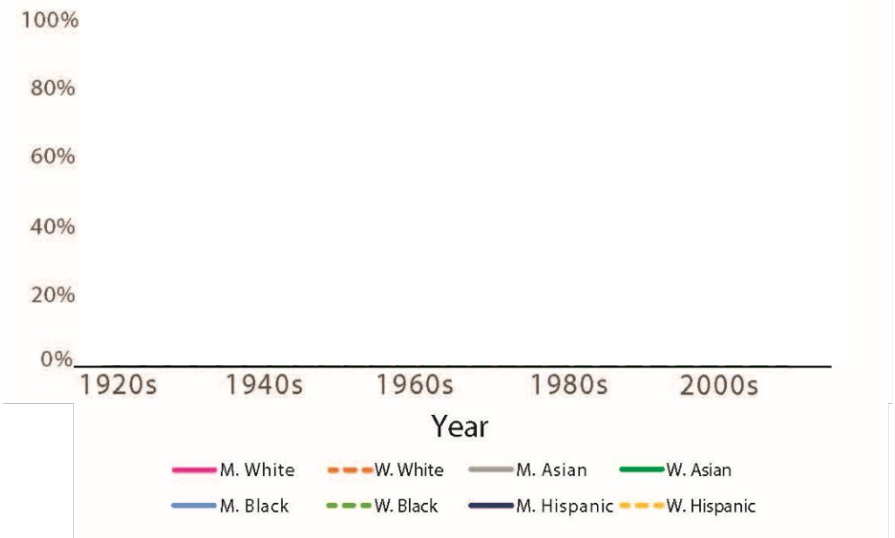
Using your previous knowledge and experience with biology/science textbooks, fill in this graph to depict your prediction of male and female representation in science over time.



Now using colored pencils or labeled lines, depict your prediction of how representation may differ based on race/ethnicity within biology.



Student Assessment

Representation in STEM: A Textbook Analysis

Name: Date:

Use your experience today evaluating peer-reviewed research to design an experiment testing if representation varies by First Generation Student status. Be sure to explain each step of the scientific process. You may use writing, drawings, and graphs to demonstrate your design.

Student Assessment

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1. How do the results from the Wood et al. 2020 paper align (or not) with what you found from an image search of biology textbooks?

2. How did your gender-based prediction compare to the data presented in Wood et al. 2020?

3. How did your predictions based on race/ethnicity compare to the data presented in Wood et al, 2020?

4. How does this impact student perceptions of who can be a scientist? What are the long-term impacts?

List the steps of the scientific method in order.

A hypothesis must be all of the following except:

a. Testable
b. Proven
c. Refutable
d. Precise

Which of the following should be considered when determining scientific validity?

a. Scientific Literacy
b. Biases
c. Means of sharing information
d. All of the above

What type of study is the Wood et al. paper?

a. Descriptive
b. Analytical
c. Correlational
d. Experimental

According to the limitations of science, this study alone tells us whether our current practices are morally right or wrong.

a. True
b. False

If representation in biology and textbook representation are correlated, you can assume one variable leads to another (causation).

a. True
b. False